

# Goal 6

An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average

In the first five years of reform, Kentucky's postsecondary system has achieved remarkable gains in undergraduate and graduate enrollment—an accomplishment due in part to intensified efforts to recruit non-traditional students and employ innovative methods to deliver courses and programs in ways that reflect the complexity of people's daily lives. The Council assesses systemic efficiency, responsiveness, and coordination by monitoring graduation rates, student and alumni surveys, cooperative academic programs, and other such measures.

## Indicators Related to Enrollment and Access

- Undergraduate enrollment in Kentucky continued to increase, rising nearly 5 percent to 193,638 students in fall 2002. Kentucky exceeded its enrollment goal and is on track to achieve the long-term goal of enrolling 240,000 undergraduates by 2015.
- Graduate and first-professional enrollment also exceeded the 2002 goal for the system, rising to 23,127, up from 21,711 in 2001.
- In March 2003, the U.S. Census Bureau released data on educational attainment from its 2001 and 2002 Current Population Surveys. In 2002, 19.2 percent of adults in Kentucky aged 25 or older did not have a high school diploma or GED. This is a significant improvement over the 1998 rate of 22.1 percent and exceeds the goal established for 2002. Kentucky's rate improved between 2000-02 while the national rate remained unchanged at 15.9 percent.

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*Adult education enrollments increased from 62,734 in 2001 to 86,413 in 2002, a record high. That same year, 14,651 adults earned a GED, up from 13,939 the previous year. According to the national GED testing service, Kentucky ranked tenth in the nation in the percentage of non-high school completers earning a GED.*

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- According to the Census Bureau, the percentage of Kentuckians with a baccalaureate degree increased from 20.5 percent in 2000 to 21.6 percent in 2002. During the same period, the percentage of baccalaureate holders in the U.S. increased from 25.6 percent in 2000 to 26.7 percent.
- Adult education enrollments increased from 62,734 in 2001 to 86,413 in 2002, a record high. Of this total, 32,800 enrolled in adult basic education, 22,164 in workforce education, 21,832 in GED preparation, 2,890 in family literacy, 1,184 in distance education through Kentucky Virtual Adult Education, 4,799 in English as a Second Language, and 6,214 in correctional education.
- GED completers in Kentucky enrolling in postsecondary education within two years rose from 17 percent in 2001 to nearly 18 percent in 2002. Of those who enrolled, 75.5 percent enrolled in a public two-year institution, 18 percent in a public university, and 6.4 percent in an independent institution.
- In 2002, 14,651 adults earned a GED, up from 13,939 the previous year. According to the national GED testing service, Kentucky ranked tenth in the nation in 2002 in the percentage of non-high school completers earning a GED.
- In fall 2002, enrollment in the Kentucky Virtual University was 9,810. Academic credit-seeking students accounted for over 75 percent of the total enrollment, with about two-thirds enrolled in KCTCS. The remaining were high school teachers and students, adult education instructors, and adult education learners taking academic and professional development courses. Over half of the students were female, about 6 percent were African-American, and almost 60 percent were aged 23 or older.

## Initiatives to Increase Enrollment and Access

In addition to the institutional recruitment and enrollment initiatives described earlier in this report, the Council administered a number of statewide programs and initiatives in 2002-03 to ensure college was more accessible to all Kentuckians, regardless of race, economic status, or location. The most significant of these efforts include:

## *Kentucky Plan for Equal Opportunities*

The Council annually assesses institutions' progress in meeting the objectives of the *Kentucky Plan for Equal Opportunities*. Universities are evaluated according to performance on eight objectives. Objective 5 does not apply to Kentucky State University:

1. Kentucky resident African-American undergraduate enrollment.
2. Retention of first-year resident students.
3. Retention of all Kentucky resident undergraduate students.
4. Baccalaureate degrees awarded to Kentucky residents within six years.
5. Kentucky resident graduate student enrollment.
6. Employment of African Americans in executive, administrative, and managerial positions.
7. Employment of African Americans as faculty.
8. Employment of African Americans as other professionals.

The community and technical colleges have four equal opportunity objectives:

1. Kentucky resident African-American undergraduate enrollment
2. Employment of African Americans in executive, administrative, and managerial positions.
3. Employment of African Americans as faculty.
4. Employment of African Americans as other professionals.

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*In 2001-02, six universities were automatically eligible to add new programs based on their success in enrolling, retaining, and hiring African Americans. Eleven of 14 community colleges and one of 15 technical colleges were automatically eligible.*

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Data for 2002-03 will not be available until January 2004, so performance is reported for 2001-02. The institutions' success in meeting established goals determines whether they can automatically add new degree programs, or if they have to implement them under waiver provisions.

In 2001-02, six universities, down from seven, were automatically eligible to add new programs. One university received the quantitative waiver status and one received the qualitative waiver status (the least desirable category). Overall, community colleges improved their performance. Eleven of 14 received automatic status, while

two received the quantitative waiver and one the qualitative waiver. The performance of technical colleges was relatively unchanged. One qualified for automatic status while five qualified for the quantitative waiver (compared to three the previous year); the number of technical colleges receiving the qualitative waiver held steady (nine of 15). More detailed information on institutional and statewide performance can be obtained from the Council's 2003 report, *Degree Program Eligibility: Public Colleges and Universities*.

The Council also administered or promoted a number of activities to assist minority student success:

- The annual conference of the Governor's Minority Student College Preparation Program (GMS CPP) was held at Eastern Kentucky University, June 11-12, 2003. This day and a half conference offered over 200 African-American middle and high school students an opportunity to experience college first-hand through an overnight stay on campus and academic enrichment workshops.
- The 16<sup>th</sup> annual Academically Proficient African American High School Junior and Senior Conference was held at Transylvania University June 20-21, 2003. Participants are required to have at least a 2.75 GPA and be a rising junior or senior in fall 2003. The conference provided students assistance in selecting a college, seeking financial aid, improving communication and coping skills, and identifying possible careers. Over 200 students, parents, and college representatives from across the Commonwealth attended the 2003 conference.
- The Council and each of Kentucky's public postsecondary institutions participated in the annual college fair at the *Louisville Defender's* Minority Consumer Expo in November 2002.

## GEAR UP Kentucky

In 2002-03, the Council began its third year of administering Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a five-year, \$10.5 million federal grant matched by \$10.5 million in state and local funds. GEAR UP Kentucky provides supplemental support and enrichment activities to some of the

state's poorest schools. Students begin GEAR UP as seventh-graders and receive services throughout high school to ensure they receive adequate encouragement and support to enroll in postsecondary education.

The GEAR UP Kentucky infrastructure comprises 22 postsecondary institutions and 31 middle schools, selected because over half of the students qualify for federal free or reduced-price lunch. The project then follows the students to 22 high schools statewide.

In 2002-03, GEAR UP served 13,554 students in grades seven through nine. At the current rate, GEAR UP Kentucky will serve more than 23,000 students by 2005. GEAR UP activities promote at least one of the following five priorities: awareness of college opportunities/costs, rigor in curricula/instruction, access to college scholarships, engagement of parents, and support for students who fall behind their peers. Among the significant GEAR UP Kentucky outcomes for 2002-03:

- 45 percent of participating middle schools (14) reduced the number of students performing at novice level in mathematics on the CATS.
- 68 percent of participating middle schools (21) reduced the number of students performing at novice level in science on the CATS.
- 55 percent of participating middle schools (17) reduced the number of students performing at novice level in writing on the CATS.
- More GEAR UP students took algebra in 2003 than in 2002.

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A more detailed report of GEAR UP performance indicators and outcomes can be obtained from the *GEAR UP Kentucky Annual Performance Report*, available from the Council.

## Go Higher Campaign

Kentucky's Go Higher campaign began in 2000, when the General Assembly directed the Council "to lead a statewide public information and marketing campaign to convey the critical nature of Kentucky's adult literacy challenge and to reach adults and employers with practical information about available education and training opportunities." In 2002-03 (its final year), the Council received \$1.5 million for the campaign; about half of the funding came from Kentucky Adult Education. The

campaign included television, cable, and radio advertisements broadcast statewide from January-March 2002, and again from July-August 2003. The ads promoted the value of educational credentials (high school, GED, and college) and raised awareness of available educational opportunities for adults and teens. Kentuckians were encouraged to call the Council's toll-free help line (1-887-743-HELP) or visit Web sites (such as KYVU, KYVAE, or KHEAA) for more information.

In addition to the media campaign, the Council implemented a grassroots component whereby communities could receive up to \$30,000 each to form local P-16 councils and conduct education needs assessments. This initiative effectively engaged local educators, businesses, and civic leaders to address important educational challenges. Reports on the results of these efforts are due to the Council in spring 2004. Other notable activities in 2002-03 include:

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- The creation and dissemination of information kits to employers explaining the wide array of on-site training programs the state offers to improve workers' basic reading, math, and communication skills.
- Five career and college expos that gave thousands of at-risk middle school students a chance to visit a college campus.

While the impact of such a campaign is difficult to measure:

- The campaign's emphasis on GED completion coincided with an increase of 712 GED recipients during the first phase of the campaign. Kentucky ranked tenth in the nation in the percentage of non-high school completers earning a GED.
- During the second phase of the campaign, adult learning centers and the KYVU call center reported significant increases in requests for information about the GED and other educational programs. In Jefferson County, the adult learning center reported a 370 percent increase in calls from prospective students.
- Surveys of attitudes among adult and traditional learners before and after the campaign showed gains in the number of adults who connected educational credentials with increased earnings and career opportunities.

- The 16 local P-16 councils have assumed a leadership role in the state's literacy efforts, including the June 2003 Third Governor's Literacy Summit, which focused on the workforce, demographic, education, and resource data necessary to develop regionally focused literacy policy. Over 270 community leaders, educators, and literacy advocates participated.
- The campaign received awards for excellence from the WorldCom Public Relations Group, a major international public relations association, and the national Public Relations Society of America, as well as numerous state awards.

The Council is seeking new public and private funds to promote a new website ([www.GoHigherKY.org](http://www.GoHigherKY.org)), described below.

## Go Higher Web Portal

The Kentucky Higher Education Assistance Authority—with assistance from the Council, the independent institutions, and KDE—began planning a comprehensive web portal in 2002-03 ([www.GoHigherKy.org](http://www.GoHigherKy.org)). It will provide a powerful recruitment and enrollment tool for Kentucky's postsecondary institutions. Kentuckians will be able to readily locate information on adult and distance education, financial aid, and career planning. In short, the site will provide nearly everything a student, parent, or counselor needs to plan, apply, and pay for college. A statewide call center funded by a \$400,000 federal grant will provide additional assistance.

Site development began in fall 2003, and is expected to go live in summer or fall 2004. Workgroups involving state and institutional representatives will be formed to ensure the site meets the needs of its partners and audience. The Council will contribute both financial and human resources to assist with development and promotion. Evaluation criteria being considered for the site include:

- Number of middle school, high school, and adult learners using the site.
- Number of college applications received through the site.
- Number of financial aid applications completed through the site.
- Reduction in processing costs of college applications.
- Reduction in defaults on student loans.

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## Initiatives to Improve Efficiency and Coordination

The following programs or strategies represent the Council's efforts in 2002-03 to fulfill its statutory responsibilities and facilitate efforts to improve systemwide efficiency and coordination.

### The Institute for Effective Governance

The Institute for Effective Governance began in September 2002 to provide a number of programs and services, including new board and Council member orientation, the Governor's Annual Conference on Postsecondary Education Trusteeship, and special interest seminars. The governing boards of Kentucky's public and independent colleges and universities, members of the Council, and others engaged in postsecondary education governance participate.

The Council and the Prichard Committee for Academic Excellence manage the institute and are advised by an oversight committee. The Council provides staff and administrative support. When designing and conducting the programs, the institute draws upon the experiences of other state and national organizations, as well as resources available in Kentucky.

The institute provides an annual board development seminar, addressing such issues as self-assessment, presidential evaluation, board-president relationships, board structure, decision-making, and team building skills. The first board development seminar occurred May 19-20, 2003, in Lexington and emphasized the continued need for cooperative work to advocate for broad-based support of the postsecondary education agenda. Four themes were stressed:

- Making the case for political and financial support
- Staying focused on the public agenda
- Working together
- Deciding what good things not to do

The American Association for Governing Boards facilitated the event.

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The Governor's Conference on Postsecondary Education Trusteeship offers a yearly venue for board members to discuss reform issues with each other and the Governor. Moreover, orientation sessions for new board and council members are provided. The 2002 trusteeship conference was held September 22-23, 2002, in Lexington. The theme of the conference was "Good Governance Matters: What's on Your Financial Dashboard?" Larry Goldstein, president of Campus Strategies and a former senior fellow at the National Association of College and University Business Officers, presented the keynote address. Goldstein described the financial information and performance indicators necessary for good policy decisions, and reviewed changes in financial reporting guidelines for postsecondary institutions. The 2003 conference was held September 21-22 at the Cincinnati Airport Marriott in Hebron, Kentucky. The theme of the conference was "Connecting the Dots: Partnering to Advance Community and Economic Development."

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## Collaborative Programs

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The chart on page 134 reflects institutional agreements to offer programs collaboratively.

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## Program Productivity Review

Biennial reviews assist the Council and the institutions in identifying academic programs where cost savings may be realized through program revision or closure. Programs are reviewed if they award, on average, fewer than 12 associate, 12 baccalaureate, seven master's, or five doctoral degrees over a five-year period. Since the first program productivity review in 2000, universities have eliminated, consolidated, or altered more than 300 programs out of approximately 1,300.

Reviews alternate between the eight universities, which take place in odd-numbered years, and the KCTCS and LCC, which begin in even-numbered years. The

## Collaborative Programs Among Institutions

	EKU	KSU	LCC	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS
<b>Doctorate</b>										
Biology					•			•		
Chemistry								•	•	
Geology	•						•			
History							•		•	
K-12 Education Administration								•	•	
Music History and Literature							•	•		
Physics							•	•		
Rehabilitation Sciences	•				•		•		•	
Social Work							•	•		
<b>Ed.D.</b>										
Administration and Supervision	•					•	•			
Ed Policy Studies & Evaluation	•			•	•		•			
Health and Physical Education	•			•	•		•			
Instruction and Administration	•			•	•	•	•			
Special Education	•						•			
<b>Master's</b>										
Alternative Route to Teaching (MAT)				•		•				
Architectural Science (BS) to Architecture							•		•	
Education (Higher Ed. Specialization)						•	•			
Law Enforcement/Political Science	•								•	
Library Science						•	•			
Nursing, General				•			•			
Physician Assistant				•			•			
Public Health	•						•	•	•	
Social Work						•	•			
Social Work				•			•			
Social Work					•				•	
Social Work/Criminal Justice					•				•	
Sociology	•								•	
<b>Baccalaureate</b>										
Chemical/Mechanical Engineering					•		•			
Civil/Mechanical Engineering						•		•		
Electrical Engineering								•	•	
Electrical & Telecomm. Engineering					•			•		
Fire Protection & Safety Technology	•								•	
Sign Language Interpreter	•							•		
<b>Associate/Applied Associate</b>										
Dental Hygienist										•
Hospitality Management									•	•
Physical Therapy Assistant										•
Respiratory Therapy Technician									•	•
Respiratory Therapy Technician			•						•	•
Respiratory Therapy Technician				•						•
Sign Language Interpreter	•							•		
<b>Transfer/Articulation Agreements</b>										
2+2 Agriculture									•	•
2+2 Early Childhood Education					•					•
AA to BA Communications								•		•
AA to BS Business					•					•
AA to BS Sports Management						•				•
AA/AS or AAS to BA Independent Studies					•					•
AA/AS to BA/BS Public Administration		•			•					•
AAS to BBA Business				•						•
AAS to BA Social Work	•									•
AAS to BS Administration of Justice								•		•
AAS to BS Agriculture					•					•
AAS to BS Criminal Justice	•									•
AAS to BS Hospitality Mgmt. & Dietetics									•	•
AAS to BS Industrial Technology				•						•
AAS to BS Law Enforcement	•									•
AAS to BS Middle Grade Education	•									•
AAS to BS Nursing				•						•
AAS to BS Occupational Training & Dev.								•		•
AAS to BS Radiologic Science				•						•
AAS to BS Special Education	•									•
AAS to BS Telecomm. Systems Mgmt.					•					•
AAT to BS Business and Technology	•		•							•
AS to BS Health Science	•		•							•
AS to BS Justice and Safety	•									•
GIS Certificate to BA Geology			•						•	
LPN to AAS Nursing		•								•
LPN to AAS Nursing			•							•
LPN to ADN				•						•
LPN to ADN	•		•							•
Organizational Leadership						•				•
RN to BSN	•		•							•
RN to BSN to MSN				•			•			•
Statewide 2+2 Teacher Preparation	•	•		•	•	•	•	•	•	•

university program productivity review that began in fall 2001 concluded July 2002. As a result, 64 university programs were placed on “continued review status” after the universities’ proposed program alterations or justifications were deemed insufficient. Universities were given until December 2002 to respond to the Council’s recommendations for increasing program productivity. As a result, the universities made additional changes to 46 of these programs. These programs will not be reviewed in 2004, but will be reevaluated in 2006, as Council policy requires.

The other 18 university programs will remain on continued review because the Council determined the universities had not taken adequate steps to increase enrollment or degree productivity. These 18 programs will undergo another review in fall 2004. If the program addresses a state need or critical shortage area, the Council staff will work with the university to implement improvements. For other programs, closure will be recommended if productivity has not increased.

In fall 2002, the second program productivity review began for the Kentucky Community and Technical College System and Lexington Community College. The Council staff identified 24 of the 105 associate programs as low-degree productivity programs (defined as granting less than an average of 12 degrees per year over five years). The technical colleges were excluded from the review because none had degree programs in operation for more than four years.

Fourteen LCC programs were reviewed, five of which were identified as low-productivity programs. LCC agreed to significantly change one program and to improve student recruitment and retention for the other four. The unchanged programs address state workforce needs and will be reviewed again in 2004.

Ninety-one KCTCS programs were reviewed, 19 of which were identified as low-productivity programs. The KCTCS agreed to close three programs, alter 13, and retain three programs that provided valuable services to the colleges. The three retained programs will be reviewed again in 2004. KCTCS is developing student recruitment strategies to improve participation in programs that address workforce shortages.

## Campus Consultation Visits

During spring 2002, the Council staff visited each university and the KCTCS to review academic program approval practices and determine if inconsistencies existed

between campus policies and procedures and those of the Council. The visits also sought to ensure that:

- a rigorous process existed to validate the need for a new program.
- employers and other relevant groups were consulted during the new program design.
- institutions with similar programs were approached about collaborative arrangements.
- appropriate methods for evaluating student learning and program success were in place.

As a first step, the Council staff reviewed program approval policies from Kentucky institutions and other states. Next, one or two academic programs were identified for review at each institution. In April and May 2002, the staff visited each campus and met with faculty, department chairs, academic deans, faculty senate representatives, university program approval committees, and chief academic officers. Individual campus assessments were sent to each chief academic officer; resulting program approval processes were summarized in a report to the Council in December 2002.

The review revealed that program approval practices across the campuses varied in the amount of attention given to the Council's criteria. The Council directed the institutions to address the following concerns:

- **Needs assessment.** Institutions should standardize assessments to ensure programs link to economic and community needs. The Council developed a standard format for institutional use.
- **External consultation.** In addition to assessing the need for the program, the process for developing new programs should require consultation about curriculum with groups expected to supply students (high schools and KCTCS) and those offering additional education and employment to graduates.
- **Collaboration.** Institutions should strengthen requirements for new programs to collaborate with similar programs at other institutions to improve access, efficiency, and quality for both new and existing programs.

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New program proposals also should be required to develop articulation agreements in the original design of the program.

- **Program success.** Institutions should include criteria for assessing program success within a specified time. Council degree productivity standards, level of research production, student placement, or development of partnerships serving the community and economy should be part of the evaluation criteria.

## Statewide Engineering Strategy

In response to the state's need for more engineers, the Council approved the Strategy for Statewide Engineering Education in Kentucky in July 2000. To maximize limited resources, the strategy called for the creation of joint engineering programs and included initiatives to recruit, mentor, and enroll more women and minorities in engineering programs.

As a result, UK, UofL, WKU, and Murray are implementing Kentucky's first joint baccalaureate degrees in mechanical, civil, chemical, and electrical and telecommunications engineering. In 2002-03, ten students were enrolled at Murray and 23 at WKU. The first class is expected to graduate in 2004. Through sharing of faculty and student support services, the joint programs provide access to larger numbers of place-bound students in west Kentucky more economically than if two high-cost, free-standing engineering programs were created there. In addition, the students benefit from the expertise of high-quality faculty at two established engineering programs with strong teaching and research initiatives at the baccalaureate, master's, and doctoral levels.

The provosts, the engineering deans, and the Council staff formed a workgroup to discuss and resolve issues that could impede success. The institutions have developed procedures for counting enrollments and graduates, disbursing funds, and establishing tuition rates. They have agreed on appointment, tenure, and promotion policies for program faculty; equipment and facility allocation; criteria for distance-learning courses; and general management of the joint programs. A number of issues remain unresolved, however. For some programs, the level of faculty involvement from each institution and the process for making curriculum decisions is still being negotiated.

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The central, continuing threat to full implementation of the engineering strategy is lack of recurring funding. The Council and the institutions funded the first year of the joint programs from internal reallocation and non-recurring sources. The institutions have indicated they cannot continue the joint engineering degrees in their current form without a more stable source of funding. The Council's 2004-06 budget request includes recurring funds for the engineering strategy in the Science and Technology Trust Fund.

## Statewide Public Health Strategy

Kentucky ranks near the bottom on many indicators of public health. In addition, a new set of public health concerns has arisen around bioterrorism and homeland security since September 11. The Council formed a Statewide Public Health Advisory Committee in July 2003 to create a Statewide Strategy for Public Health Education, Research, and Service. The committee includes providers and consumers of public health education, the senior public health administrators of the four institutions currently offering graduate degrees in public health, the Commissioner of the Kentucky Department for Public Health, and the Council's vice president for academic affairs. Together, they will address the education, research, and service needs of Kentucky and make recommendations to the Council about academic program development and accreditation within this larger agenda.

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## Distance Learning

Created by KRS 164.800, the Kentucky Virtual University fosters efficiency, coordination, and collaboration among the state's postsecondary institutions and other education providers through the online delivery of courses and programs. Since KYVU opened its virtual doors in fall 1999, 51,000 students have been served. Learners come from all 120 counties in Kentucky and include place-bound and time-bound adults; workers in business, industry, and government; P-12 students, teachers, and administrators; and traditional, residential college students. The KYVU provides a single point of access to college credit, professional development, and learning support services through the Kentucky Virtual Library, Kentucky Virtual Adult Education, Kentucky Virtual High School, and KyEducators.org.

The KYVL expands access to quality library and information resources to assist individuals learning, working, and living in the Commonwealth. The combined purchasing power of the KYVL has saved the Commonwealth an estimated \$5 million in acquisition costs. The KYVL illustrates what can be accomplished when diverse constituencies come together for a common good; all public institutional libraries, independent institutional libraries, public libraries, and K-12 libraries agreed to use a common library platform, leverage financial resources to purchase electronic databases, and support a statewide interlibrary loan initiative. Technical assistance and information about the KYVL is provided through a toll-free number staffed by the KYVU call center.

The KYVU works with other partners to increase access and expand their limited human and financial resources through online learning. Kentucky Adult Education, through the Kentucky Virtual Adult Education website, is providing opportunities not only for adult education learners but also for instructors. Adult education instructors can use the site to fulfill their training requirements, gain graduate credit, network with other instructors, and access the latest research, resources, lesson plans, and best practices in adult education. The Education Professional Standards Board expands professional development opportunities for K-12 teachers through [www.KyEducators.org](http://www.KyEducators.org). KYVU4K12 is a partnership between KYVU and KVHS to provide supplemental services in compliance with the federal *No Child Left Behind Act* for GEAR UP Kentucky schools and other districts.

In 2003-04, the KYVU will continue to work with the Commonwealth's educational entities to assist them in expanding their online offerings for both degree credit and professional development. The KYVU will enhance its learning management system through additional features, and expand the Distance Learning Advisory Committee, established to advise the Council on the coordination of distance education policies, programs, support services, and infrastructure across Kentucky's postsecondary education providers.

## Institutional Efficiencies

At the institutional level, universities took aggressive measures to save money. For example, UofL conducted an internal review process that yielded a \$21.3 million reallocation and reinvestment of resources. Savings were realized primarily through

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program mergers and closures, as well as the elimination of 90 positions. Similarly, UK's transition to a provost model saved the university about \$3.5 million in recurring costs.

Some common strategies employed across the system to offset reductions in state appropriations and keep tuition increases in check include:

- **Increasing private fund raising.** Across the board, universities have invested resources to increase gifts and pledges through capital campaigns.
- **Modifying, consolidating or closing academic programs to eliminate unnecessary duplication.** In addition to the Council's program productivity review, several universities underwent internal audits that created further efficiencies.
- **Sharing resources and programs with other institutions and partners.** Institutions worked together to increase collaborative programs and transfer frameworks and to offer more courses online through KYVU.
- **Consolidating, reorganizing, or streamlining university operations.** Most universities have eliminated staff positions through program consolidation, collaboration, or elimination.
- **Implementing energy management, purchasing consortia, and other cost-cutting measures.** Several universities have entered into contracts to upgrade heating, ventilating, and air conditioning systems that will reduce energy consumption and lower utility costs. Other cost-cutting measures include membership in the Kentucky Educational Purchasing Cooperative and use of the ProCard to purchase supplies more cheaply and quickly from local discount retailers. Web-based publications have reduced printing costs significantly at several institutions.

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## Measuring and Promoting Educational Progress

The postsecondary education system scored well on a national survey of student engagement in 2001 and made modest gains in its retention rates in 2002-03. Even though graduation and transfer rates remain well above 1998 levels, they have declined recently. In 2003-04, the Council will focus on improving performance across the system on these two key measures.



## Council Measures of Educational Progress

- Kentucky has made progress in retaining more students. According to the definition adopted by the Council, first-time students are considered retained if they return to their native institution, enroll in any other Kentucky public or independent institution, or graduate by the following fall semester. Between 2001 and 2002, the retention rate for the system rose from 65.9 percent to 68.3 percent.
- Systemwide, the six-year graduation rate for bachelor's degree students dropped from 44.1 percent in 2001 to 43.5 percent in 2002. The graduation rate remains well above its 1998 level of 36.7 percent.
- The systemwide graduation rate for transfer students (calculated as a three-year average) declined from 52.2 percent in 2001 to 52.0 percent in 2002.
- Undergraduate student experience is gauged using the benchmarks of effective educational practice from the National Survey of Student Engagement. NSSE assigns participating institutions scores for senior and first-year students for five benchmarks:
  - Level of academic challenge.
  - Active and collaborative learning.
  - Student interactions with faculty members.
  - Enriching educational experiences.
  - Supportive campus environment.

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*Kentucky's eight public universities participated in NSSE as a consortium in 2001. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the "student interactions with faculty members" and "enriching educational experiences" benchmarks. Kentucky's public universities were weaker in "supportive campus environment" and "level of academic challenge."*

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For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar institutions. An institution whose actual scores are higher than its predicted scores outperforms its peers. Kentucky's eight public universities participated in NSSE as a consortium in 2001 and again in the spring of 2003. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the "student interactions with faculty members" and "enriching educational experiences"

benchmarks. Kentucky's public universities were weaker in "supportive campus environment" and "level of academic challenge." (Institutional results are provided in the Goal 4 section of this report.) In December 2002, the American Association for Higher Education and NSSE hosted a roundtable in Kentucky as part of their Documenting Effective Educational Practices project. Because of Kentucky's extensive use of NSSE and leadership in implementing reform, the DEEP project chose Kentucky as the site for its only roundtable focused on state-level efforts in accountability and institutional improvement. The Council's goal for 2003 is for each Kentucky public university to score above "predicted" on each benchmark. Full results of the 2003 survey administration will be available in December 2003.

## Licensure Pass Rates

Kentucky students perform well on state and national licensure and certification examinations. The results listed below are for the latest year for which data is available, and include first-time test-takers at Kentucky public postsecondary institutions. Results were provided by institutions except where otherwise noted.

- In 2001-02, 95 percent of bachelor's level nursing students passed the National Council Licensing Examination (NCLEX), the national certification exam for nurses (Kentucky Board of Nursing). Pass rates by institution were:
  - ECU - 96%
  - Morehead - 85%
  - Murray - 92%
  - UK - 97%
  - UofL - 96%
  - WKU - 100%

The 2001-02 NCLEX pass rate for associate's level students from Kentucky's public institutions was 92 percent. Pass rates by institution were:

- ECU - 98%
- KCTCS - 92%
- KSU - 81%
- LCC - 98%
- Morehead - 93%
- NKU - 94%
- WKU - 86%

The 2001-02 NCLEX pass rate for practical nursing students from KCTCS was 93 percent.

- In 2000-01, 88 percent of physical therapy students passed the Physical Therapist Licensing Examination (Kentucky State Board of Physical Therapy, pending update from KSBPT). Pass rates by institution were:

- UK - 86%
- UofL - 91%

- Kentucky's 2002-03 pass rate on the National Council for Examiners in Engineering Exam (Fundamentals of Engineering) was 81 percent (Kentucky State Board of Licensure for Professional Engineers and Land Surveyors).

Pass rates by institution were:

- UK - 81%
- UofL - 83%

- In 2000-01, 82 percent of law students passed the Kentucky Bar exam.

[Note: Updated data not available from one or more institutions.] Pass rates by institution were:

- NKU - 76%
- UK - 89%
- UofL - 76%

- Kentucky's 2002 pass rate on the National Dental Board Exam was 96 percent. Pass rates by institution were:

- UK - 92%
- UofL - 99%

- The 2001-02 pass rate on the American Pharmacist Licensure Examination for students from the University of Kentucky was 100 percent.
- Kentucky's 2002-03 pass rate on the US Medical Licensure Exam (Part 2) was 100 percent. Pass rates by institution were:
  - UK - 99%
  - UofL - 100%
- Kentucky's 2000-01 pass rate on the American Registry of Radiologic Technicians was 91 percent. [Note: Updated data not available from one or more institutions.] Pass rates by institution were:
  - KCTCS - 88%
  - Morehead - 96%
  - NKU - 94%
- The 2000-01 pass rate for KCTCS students on the National Board for Respiratory Care Exam was 84 percent. [Note: Updated data not available from one or more institutions.]
- The 2003 pass rate for teacher candidates at Kentucky's public postsecondary institutions on the Praxis exam was 94 percent (Title II state report card). Pass rates by institution were:
  - EKU - 95%
  - KSU - 52%
  - Morehead - 90%
  - Murray - 92%
  - NKU - 93%
  - UK - 96%
  - UofL - 98%
  - WKU - 99%

## Initiatives to Improve and Assess Educational Progress

In addition to the Council's key indicators, Kentucky institutions and the Council are developing student learning measures, administering undergraduate alumni surveys, and providing professional development and networking opportunities for

faculty. In 2003-04, the Council will continue to refine system measures of educational progress and work to promote increased civic engagement among college students.

## *Measuring Up*

*Measuring Up*, the state-by-state report card on higher education published by the National Center for Public Policy and Higher Education, assigned grades to states in five areas: preparation, participation, affordability, completion, and benefits. In both the 2000 and 2002 versions of the report card, all states received a grade of “incomplete” in the sixth category, student learning.

Kentucky, however, is further along than most other states in collecting the right kinds of data, which were featured in an essay on student learning in *Measuring Up 2002*. Included in the 2002 study were results from licensure and certification exams, graduate entrance exams, the Kentucky Adult Literacy Survey, and the National Survey of Student Engagement. The Council staff worked with staff from the institutions, NCPPHE, and NCHEMS to gather this information. The essay also outlined sample scores for Kentucky measuring the abilities of college educated residents, institutional contributions to educational capital, the quality of educational outcomes in the state, and the prevalence of good practices in undergraduate education.

Kentucky’s participation in the effort to measure student learning is ongoing. Kentucky is one of five states that have agreed to pilot a common set of student learning measurements for *Measuring Up 2004*. In addition to the data collected for the 2002 essay, this new phase of the project requires administration of a common set of learning assessments to a statewide sample of Kentucky students and alumni. Collection of additional data integral to this project—such as results from graduate entrance exams, Work Keys assessments, the Community College Survey of Student Engagement, and a nationally referenced alumni satisfaction survey—will require an expanded commitment on the part of the Council and the institutions. Senior representatives of the pilot states met in Louisville in February 2003. Data collection began at public and independent Kentucky two- and four-year institutions in July 2003.

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## Undergraduate Alumni Survey

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*Results from the 2001 undergraduate alumni survey were generally positive. The majority of alumni were satisfied with their postsecondary experience and how well it prepared them for work. They tended to be involved in community activities and vote at high rates. The lowest ratings given by alumni from all postsecondary institutions were in the areas of academic advising and career counseling.*

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In summer 2001, the Council commissioned a survey of the undergraduate alumni from Kentucky's public postsecondary institutions. The purpose was to measure alumni satisfaction with postsecondary education and the extent of their civic and community involvement. The survey included 4,100 undergraduate alumni who graduated between 1995 and 1999.

Results from the 2001 survey were generally positive. The majority of alumni were satisfied with their postsecondary experience and how well it prepared them for work. They tended to be involved in community activities and vote at high rates. The lowest ratings given by alumni from all postsecondary institutions were in the areas of academic advising and career counseling. Partly in response to these findings, the Council coordinated a student advising symposium in February 2003.

The Council did not establish performance goals based on the 2001 alumni survey because there were no national or regional results available for comparison. During summer and fall of 2003, Kentucky's public universities will administer the national College Results Survey (CRS) to a sample of undergraduate alumni. The 2003 administration—a component of Kentucky's participation in the *Measuring Up* pilot project—will provide results at the statewide level that can be compared to national and regional averages. CRS results will be available in 2004.

## Faculty Development

The Council supports professional development opportunities for Kentucky faculty that contribute to the goals of HB 1, *2020 Vision*, and the Council's accountability measures. Faculty development programs emphasize the development of teaching strategies that improve learning for an increasingly diverse pool of students; incorporate technology to improve learning on-campus and expand distance learning opportunities; and assist faculty in finding funding sources that increase research at state, national, and international levels.

The faculty development program received \$1 million in 2001-02. Of that amount, \$900,000 was distributed to the institutions. The Council uses the remaining \$100,000 for statewide faculty development initiatives. Institutions provide annual

financial and program reports to the Council that are reviewed to ensure continued use of the funds for appropriate faculty development initiatives.

Faculty development program funds, with matching institutional funds, helped bring online two new teaching and learning centers at the universities and expanded programs at existing centers. These centers support improved student retention through better teaching and advising. Examples of other institutional accomplishments with these funds include:

- The KCTCS faculty participated in discipline specific workshops, designed to improve curriculum and implement a statewide strategic plan that ensures curriculum consistency and quality across the system.
- Murray State voluntarily matched faculty development funds with an additional \$53,300 to reorganize and expand the Center for Teaching, Learning, and Technology.
- NKU's Faculty Center for Teaching, Learning, and Technology began work with the university's post-tenure review process to enhance the productivity of tenured faculty.
- UofL established an annex of its Delphi Teaching and Learning Center at the Health Sciences Center campus. It also funded a digital and video recording studio at the Belknap campus to help faculty update web and distance learning courses.
- All institutions have provided matching funds for *The Kentucky Journal Of Excellence in College Teaching and Learning*, a statewide online journal to support excellence in teaching. The website is found at [www.uky.edu/TLC/MAINPOSTER/JournalofExcellence.htm](http://www.uky.edu/TLC/MAINPOSTER/JournalofExcellence.htm).

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Council faculty development funds were reduced from \$100,000 to \$50,000 in the recent budget reduction. The Council uses its funds to sponsor statewide faculty development initiatives to support reform goals. A statewide faculty development workgroup with representation from public and independent postsecondary institutions was formed to help identify faculty development needs and implement programs. The Council also sponsors an annual faculty development conference that is now in its fifth year. More than 360 faculty representing nine public and five independent institutions

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attended the 2003 conference, setting a new attendance record. The theme was “The Scholarship of Teaching and Learning: Engaging the Learner” and focused on the needs of Kentucky’s diverse student population. Over 60 presentations offered innovative approaches to teaching nontraditional students, including students with disabilities and adult and part-time learners. Panel discussions addressed concerns about student advising, transfer, and remedial education.

In addition to the annual conference, the Council uses its faculty development funds to sponsor programs addressing more specific faculty needs. To date, these programs have helped faculty adopt best practices in delivery of developmental education, student advising (meeting a need identified in the results of the statewide NSSE), and P-12 teacher preparation and professional development. In 2004, a special conference for deans and department chairs will help this important group to better understand and support the goals of reform.

## Student Advising Conference

The Council and Northern Kentucky University hosted the 2003 Student Advising Conference on February 20-21, 2003. The conference was in part a response to recent surveys that identified academic and career advising as areas in need of institutional attention and improvement. The conference theme, “Promoting Student Success Through Advising,” offered teams from each of Kentucky’s public postsecondary institutions an opportunity to learn about new initiatives to provide student support and improve retention and job placement.

Dr. Wes Habley, director of the Office of Educational Practices, American College Testing Program, provided the keynote address. Dr. Habley outlined the future of advising, including innovative approaches to advising an increasingly diverse student body. Dr. Catherine Buyarski, director of the University College Advising Center, Indiana University-Purdue University Indianapolis, presented advising strategies recognized by the National Academic Advising Association’s Outstanding Institutional Program Awards in 2000 and 2001. In addition, presentations from faculty and staff at Kentucky’s postsecondary institutions explored the use of technology in advising, increasing campus support for advising activities, and advising non-traditional students.



Over 250 participants attended the conference, and evaluations were positive. A communication network will be created to connect teams across the campuses and support improvements in advising practices in 2003-04.

## Teacher Quality Summit

The chief academic officers held a Teacher Education Summit II at Centre College April 4-5, 2002. The Association of Independent Kentucky Colleges and Universities (AICKU) co-sponsored both events. Over 100 education and arts and sciences faculty and deans from all public universities, KCTCS, and the independent institutions attended. The conference also included participants from the Education Professional Standards Board, the Kentucky Department of Education, the Prichard Committee for Academic Excellence, AICKU, and the Partnership for Kentucky Schools.

At the first summit, institutional teams developed plans organized around the nine recommendations of the statewide Teacher Education Agenda. At the second summit, the teams gave status reports on plan implementation. Discussion focused on the preparation of principals and superintendents; teacher shortages (especially in special education); and preparation of future and current teachers to address reading problems throughout elementary, middle, and high school. Participants set an aggressive agenda for next year, including:

- Creating a statewide transfer program in early childhood and teacher education to increase the number and diversity of teachers entering four-year programs from the community colleges.
- Implementing the recommendations of the P-16 Council that will better align math and literacy education in high school and college.
- Working with KDE to serve the needs of schools under the new federal *No Child Left Behind Act*, with special attention to eliminating the achievement gap for minority and economically disadvantaged students.
- Continuing to expand programs that provide alternative routes to teacher certification for students with degrees in other disciplines and professionals in other fields.

- Supporting KDE's programs, funded under a new grant, to improve preparation and professional development for school principals and superintendents.

The third summit was held in October 2003 at Eastern Kentucky University.

## University Coordinated Advising Network (U CAN)

The KYVU received a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) in September 2002 to develop an electronic advising office that will serve students in middle school, high school, and college, as well as online students and adult learners pursuing a GED or workplace skills. The Kentucky Virtual University Coordinated Advising Network (U CAN) will give current and prospective students, parents, employers, and others access to a single point of contact (1-800-WER-UCAN) for pre-admission, academic, career, and financial aid counseling services. U CAN will create a statewide network of call centers that share data about programs, procedures, curricula, and financial aid.

The Council, KYVU, Kentucky Adult Education, KCTCS, KDE, the Kentucky Counseling Association, and KHEAA are core partners in U CAN.

## Responsive Ph.D. Initiative

Growing numbers of employers from the academic and private sectors have called for reforms in doctoral education in the United States. While few question the subject expertise of doctoral graduates, many lack the skills needed to teach effectively, communicate their knowledge, and work in teams. Furthermore, doctoral programs often fail to help students connect their learning to the challenges faced by communities and society. The Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. Initiative supports universities addressing these issues and efforts to increase the quality of the doctoral experience for students. In 2003, UK and UofL were selected to participate in the project jointly, in part due to Kentucky's investment in faculty, research, and doctoral education through its Bucks for Brains program. Other participating universities include Yale, Princeton, Duke, Howard, and the Universities of Michigan, Wisconsin, Pennsylvania, Texas, Indiana, and California-Irvine.

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## Conclusion

Increased educational attainment for Kentucky depends upon dramatic growth in postsecondary enrollment. In this area of reform, the system has achieved unqualified success. Since 1998, student enrollment has exceeded established goals for every sector of postsecondary education at all levels—certificate, associate, baccalaureate, and graduate—primarily by creating efficiencies and employing innovative strategies. Additionally, the high school and adult education feeder systems have done their part to increase the potential pool of postsecondary applicants. However, the system remained below the national average in key areas in 2002-03. In the coming year, the postsecondary system will redouble its efforts to ensure entering students receive the quality instruction and services necessary to persist to graduation and succeed in the workplace. Accountability for student learning and Increasing the system's graduation and transfer rates are top priorities.

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